

**UNIVERSITY OF LOUISVILLE  
DIVERSITY PLAN 2011-2015  
SUBMITTED TO THE COUNCIL ON POSTSECONDARY EDUCATION**

**I. Mission**

The University of Louisville shall be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative and Scholarly Activity, (3) Accessibility, Diversity, Equity and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services.

**II. University of Louisville Diversity Vision Statement**

**The University of Louisville's Diversity Vision Statement includes the university's vision, guiding principles, core values and commitment to diversity.**

**Vision:**

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

**Guiding Principles and Core Values:**

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.

**Commitment:**

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

## **The following is UofL's Operational Definition of Diversity:**

### **Operational Definition:**

Diversity embraces all human differences while building on the commonalities that bind us together. It serves to eliminate discrimination, marginalization, and exclusion based on race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status.

Diversity focuses on building community through:

- Composition of a diverse faculty, staff and student body
- Curricula and learning experiences that prepare students to live and work in a diversity and global society
- Campus life that allows students to develop leadership skills, civic responsibility and social skills while excelling academically; faculty to teach, serve and conduct research that enhances knowledge and improves the quality of life; and staff to work in supportive workplace environments
- Climate of inclusiveness with principles of mutual respect, fairness and social justice that is conducive for everyone to develop to his/her fullest potential.

### **III. Introduction**

The first section of the 2011 diversity plan (Section One) is based on Administrative Regulation KRS 164.020 (19) of Senate Bill 398, which governs the university's ability to add new academic programs. It provides the tables and metrics for the groups (African Americans and Hispanic/Latinos) we have chosen based on the population in our Area of Geographic Responsibility (AGR). The AGR and baseline data were used for undergraduate student enrollment to help us set goals for the next five years (2011-2015).

Section two is the university's comprehensive diversity plan which includes strategies and tactics for African Americans and Hispanic/Latinos and other groups that go beyond the IPEDS groups identified for KRS 164.020 (19). This section provides the strategies and programmatic efforts that will be used to make progress in achieving the goals.

**UofL's progress of the stated goals will be assessed by showing an increase in the number of students or employees or an increase in the percentage reported for the past year for each objective. For example, 1st to 2nd year retention of undergraduate students must equal the stated target or progress must be shown by retaining at least one student more than the number retained the previous year.**

## **SECTION ONE: Tables and Matrix based on Administrative Regulations KRS 164.020 (19) of Senate Bill 398**

Census data show that the growth populations in our Area of Geographic Responsibility (referred to as AGR, which includes Jefferson, Oldham and Trimble Counties) are African American and Hispanic/Latino. American Indians/Alaskan Natives and Native Hawaiians/Pacific Islanders are not significantly represented. Therefore, we will focus on increasing diversity primarily among African Americans and Hispanic/Latino students and closing any achievement gaps in comparison to White students over the next five years.

### **STUDENT BODY DIVERSITY**

#### **Undergraduate Student Enrollment**

**Goal:** to increase diversity in the enrollment of all undergraduate students, with emphasis on the target populations indicated in the tables below. The AGR represents the college age population (18-24).

Target Population	Representation in AGR	Fall 2010 Base, UofL	Gap	2015 Target
African American	22%	11.9% / 1,881	10.1%	<b>11.9 or &gt;% or n</b>
Hispanic/Latino	3.6%	3.0% / 481	0.6%	<b>3.0 or &gt;% or n</b>
Total for Groups	25.6%	14.9% / 2,362	10.7%	<b>14.9 or &gt;% or n</b>

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

#### **Graduate Student Enrollment**

**Goal:** to increase diversity in the enrollment of all graduate and professional students, with emphasis on the target populations indicated in the tables below. For graduate student enrollment, the AGR represents the total population in Kentucky with bachelor degrees.

Target Population	Representation in AGR	Fall 2010 Base, UofL	Gap	2015 Target
African American	11.6%	7.7% / 446	3.9%	<b>7.7 or &gt;% or n</b>
Hispanic/Latino	9.4%	1.9% / 108	7.5%	<b>1.9 or &gt;% or n</b>
Total for Groups	21%	9.6% / 554	11.4%	<b>9.6 or &gt;% or n</b>

\*Graduate degrees include Master's, Specialist, and Doctoral Professional/Research

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

### **STUDENT SUCCESS (CLOSING THE ACHIEVEMENT GAP)**

#### **1<sup>st</sup> year to 2<sup>nd</sup> year Retention (based on GRS)**

GRS = 1<sup>st</sup> time, full time, baccalaureate degree-seeking freshmen

**In 2010, the 1<sup>st</sup> year to 2<sup>nd</sup> year retention rate for White students was 77.6%. Our goal is to improve the retention rate of all students, with emphasis on closing the achievement gap for the target populations indicated in the tables below:**

Target Population	Fall 2010 Baseline	Achievement Gap	2015 Target
African American	232/297 or <b>78.1%</b>	0.0%	78.1 or > % or n
Hispanic/Latino	36/52 or <b>69.2%</b>	8.4%	69.2 or > % or n
White, Non Hispanic	1,508/1,944 or <b>77.6%</b>		

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

### **1<sup>st</sup> to 3<sup>rd</sup> year Retention (using GRS)**

In 2010, the 1<sup>st</sup> to 3<sup>rd</sup> year retention rate for White students was 67.9%. Since no achievement gap exists between White students and students within our target populations, our goal is to improve the retention rate of all students, with emphasis on closing the achievement gap for the target populations indicated in the tables below:

Target Population	Fall 2010 Baseline	Achievement Gap	2015 Target
African American	207/304 or <b>68.1%</b>	0.0%	<b>68.1 or &gt; % or n</b>
Hispanic/Latino	35/46 or <b>76.1%</b>	0.0%	<b>76.1 or &gt; % or n</b>
White, Non Hispanic	1,407/2,073 or <b>67.9%</b>		

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

## **Graduation Rates and Degrees Awarded**

### **Graduation Rates**

In 2010, the Total Six-Year Graduation Rate (Cohort Base 2004) for White students was 49.4%. Our goal is to improve the retention rate of all students in the GRS, with emphasis on closing the achievement gap for the target populations indicated in the tables below:

Total Six Year Graduation Rate	1118/2301 <sup>2</sup> or <b>48.6%</b>	Achievement Gap	2015 Target
African American	124/302 <sup>2</sup> or <b>41.1%</b>	8.3%	<b>41.1 or &gt; % or n</b>
Hispanic <sup>1</sup>	19/37 <sup>2</sup> or <b>51.4%</b>	0%	<b>51.4 or &gt; % or n</b>
White, Non Hispanic	922/1866 <sup>2</sup> or <b>49.4%</b>		

<sup>1</sup> Hispanic cohort numbers are small (less than 50) and rates are subject to wide variation

<sup>2</sup>Total number for each cohort (denominator) reflects valid IPEDS exclusions for students who were called to military service and deceased students.

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

### **Degrees Awarded**

The total number of Undergraduate degrees awarded was 2,568. The goal is to award degrees to undergraduate students of color proportionate to their representation in the student body.

Undergraduate Target Population	2010 Baseline	2015 Target
<b>African American</b> Note: In 2010, African Americans made up 11.9% of the undergraduate enrollment and earned 11.4% of the degrees awarded	11.4% / 294	<b>11.9% / 308</b>

<b>Hispanic/Latino</b> Note: In 2010, Hispanics made up 3% of undergraduate enrollment and earned 2.2% of the degrees awarded	2.2% / 57	<b>3% / 58</b>
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**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

**The total number of Graduate degrees awarded was 1,820. The goal is to award degrees to graduate students of color proportionate to their representation in the student body.**

<b>Graduate Target Population*</b>	<b>2010 Baseline</b>	<b>2015 Target</b>
<b>African American</b> Note: In 2010, African Americans made up 7.7% of the graduate and professional enrollment and earned 7.6% of the degrees awarded	7.6% / 139	<b>7.7%</b>
<b>Hispanic/Latino</b> Note: In 2010, Hispanics made up 1.9% of graduate and professional enrollment and earned 1.8% of the degrees awarded	1.8% / 32	<b>1.9%</b>

\*Graduate degrees include Master's, Specialist, and Doctoral Professional/Research

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

## **Workforce Diversity**

The University of Louisville reaffirms its commitment to equality of educational and employment opportunity in its relationships with all members of the university community and its commitment to the elimination of any documented historical and continuing under-utilization of women and minorities among its employees. The University of Louisville is committed to this program and is aware that with its implementation, positive benefits will be received from the greater utilization and development of previously under-utilized human services.

**For Workforce Diversity, it is important to note that in addition to African American and Hispanic/Latino we have included Asian and American Indian/Alaskan Native to our target population. At UofL, these under-represented groups are, in some categories, represented below market availability, and our goal is to increase the number of employees in racial or ethnic categories to reflect labor market availability.**

### **Executive/Administrative/Managerial**

**The total number among Executive/Managerial classes is 109, of which 87.2% are White. Racial and ethnic minorities comprise 13%. The labor market availability is 20%, and so minorities are represented materially below labor market availability in all areas of this category except executive officers.**

**Goal:** To recruit racial or ethnic minorities for educational and administrative officers at a rate equivalent to 20% of job placements, reflecting labor market availability.

<b>Target Population</b>	<b>2010 Base</b>	<b>Under-representation</b>	<b>2015 Target</b>
African American/Black	9.2% / 10	2.7%	<b>9.2 or &gt;% or n</b>
Hispanic/Latino	0.0% / 0	16.5%	<b>0.0 or &gt;% or n</b>
Asian	0.9% / 1	2.7%	<b>0.9 or &gt;% or n</b>
American Indian/Alaskan Native	0.0% / 0	1.8%	<b>0.0 or &gt;% or n</b>

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

**Although the number of administrators is fixed, with little or no turnover, when there are openings special efforts will be made to recruit qualified Hispanic/Latino applicants.**

#### **Faculty (All Ranks, Including Lecturer)**

**Among total faculty (2,188), racial and ethnic minorities comprise 23% of the UofL workforce, in relation to a labor market availability of 22%, meeting or exceeding market availability in the aggregate. There remains, however, moderate under-representation of minorities in selected disciplines. The University's goal is to recruit minority faculty in disciplines in which minorities are currently under-represented.**

<b>Target Population</b>	<b>2010 Base</b>	<b>Under-representation</b>	<b>2015 Target</b>
African American/Black	5.7% / 126	0.5%	<b>5.7 or &gt;% or n</b>
Hispanic/Latino	2.3.% /50	2.2%	<b>2.3 or &gt;% or n</b>
Asian	10.3% / 226	0.4%	<b>10.3 or &gt;% or n</b>
American Indian/Alaskan Native	0.1% / 2	0.2%	<b>0.1 or &gt;% or n</b>

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

#### **Professional Non-Faculty**

**Among Professional Non-Faculty employees (2,439, defined as "Other Professionals" IPEDS category), minorities comprise 22.5% of the UofL workforce, in relation to a labor market availability of 11%, and so are represented in the aggregate at or above labor market availability.**

**The University's goal is to continue to recruit minority professional employees at a rate of 11% of job placements or better.**

<b>Target Population</b>	<b>2010 Base</b>	<b>Under-representation</b>	<b>2015 Target</b>
African American	9.4% / 229	1.8%	<b>9.4 or &gt;% or n</b>
Hispanic/Latino	1.1% / 26	0.6%	<b>1.1 or &gt;% or n</b>
Asian	4.8% / 118	3.1%	<b>4.8 or &gt;% or n</b>
American Indian/Alaskan Native	0.1% / 2	0%	<b>0.1 or &gt;% or n</b>

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

## SECTION TWO: Comprehensive Diversity Plan

### *Background*

In 2003, UofL implemented a diversity planning process that included the following:

- 1) A university-wide plan with shared goals
- 2) Individual unit (academic and administrative) plans
- 3) Academic unit plans include goals on student enrollment, retention and graduation, diversity in the curricula, diversity in the curricula, diversity programs, climate within the units and workforce diversity. More recently, sustainability and international education have been added.
- 4) Administrative unit plans focus on workforce diversity, climate within their units and diversity programs/education.
- 5) Progress on reaching the goals is reported annually and shared with the President and Provost who hold the deans and vice presidents (heads of the academic and administrative units respectively) accountable for reaching or making progress on their goals.

The units will modify their plans so that they are aligned with the new 2011 diversity plan.

## STUDENT BODY DIVERSITY

### Undergraduate Student Enrollment

**Goal:** to increase diversity in the enrollment of all undergraduate students, with emphasis on the target populations indicated in the tables below. The AGR represents the college age population (18-24).

Target Population	Representation in AGR	Fall 2010 Base	Gap	2015 Target
African American	22%	11.9% / 1,881	10.1%	<b>11.9 or &gt; % or n</b>
Hispanic/Latino	3.6%	3.0% / 481	0.6%	<b>3.0 or &gt; % or n</b>
Total for Groups	25.6%	14.9% / 2,362	10.7%	<b>14.9 or &gt; % or n</b>

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

**The goal of our Comprehensive Diversity Plan:** to increase diversity in the enrollment of all undergraduate students, with emphasis on the following under-represented groups:

- **African American students**, including those indicating two or more races of which one race is African American.
  - **Special initiatives to focus on African American males**
- **Hispanic/Latino students**
- **All other under-represented groups** (including American Indian and Asian)

In addition to IPEDS populations required for automatic degree eligibility, we will continue our efforts to increase diversity for the following groups:

- **Low-income students**
- **International Students**
- **STEM+H**
  - Increase number of female students
  - Increase number of students of color

### **Strategies/Tactics/Actions**

**Maintain and/or enhance current recruitment and retention initiatives that promote affordability and access, such as:**

Admissions Recruitment/Outreach Programs such as *Think College Now*, *Up Close and Personal*, and *USHR*, which provide students of color opportunities to participate in workshops, campus tours, and other experiences to prepare them for entry into college and campus life.

Cardinal Covenant and Porter Scholarship programs which provide financial assistance to students of color and students from low-income families respectively.

Hispanic/Latino Initiative designed to create resources and support services to better engage and increase admission, retention and graduation rates for Hispanic/Latino(a) students attending UofL.

Recruitment through and with the National Hispanic Scholarship and Adelante Achievers

INSPIRE (Increasing Student Preparedness and Interest in the Requisites for Engineering) designed to acquaint high school students with career choices in engineering. INSPIRE is offered to female and minority students who traditionally are underrepresented in engineering fields.

The Louis Stokes Alliance for Minority Participation (LSAMP) Scholars program was created to enhance the awareness, participation, and research opportunities for African American students related to STEM (Science, Technology, Engineering & Mathematics) areas

Minority Teacher Recruitment Project (MTRP) has as its primary goal to increase the number and diversity of the teachers in the city, state, and nation.

### **Undergraduate student transfer from KCTCS Schools**

**Goal:** to increase the number and diversity of students transferring credit from KCTCS schools to U of L during the academic year. *Note:* includes first-time transfer students or native students' transferring credit from KCTCS institutions.

Target Population	Representation in AGR	Fall 2010 Base	Gap	2015 Target
African American	22%	17.2% / 147	4.8%	<b>17.2 or &gt; % or n</b>
Hispanic/Latino	3.6%	2.8% / 24	0.8%	<b>2.8 or &gt; % or n</b>
Total for Groups	25.6%	20.0% / 171	5.6%	<b>20.0 or &gt;% or n</b>

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually



## **Strategies/Actions/Tactics**

**Maintain and/or enhance current recruitment and retention initiatives that promote affordability and access, such as:**

University of Louisville Transfer Program (Ultra) - ULtra offers services for students who aspire to earn their Bachelor's degree from the University of Louisville but would like to start at Jefferson Community and Technical College (JCTC). These students can take transferable courses and get the benefit of a smaller class size and less expensive tuition. ULtra has an office on the JCTC Downtown and Southwest campuses and supports students while at JCTC and through the transfer process.

The University of Louisville and Jefferson Community and Technical College have worked together to create academic program plans for students who intend to transfer to UofL. The plans are available for many degrees at UofL and tell students the best classes to take at JCTC before they transfer. These plans allow students to take their first 60 credit hours at JCTC and transfer to UofL as a junior without taking any extra classes. In addition, UofL offers an academic scholarship for students transferring from KCTCS and Ivy Tech Community College, Sellersburg to complete their first bachelor's degree.

## **Graduate Student Enrollment**

**Goal: to increase diversity in the enrollment of all graduate and professional students, with emphasis on the target populations indicated in the tables below. For graduate student enrollment, the AGR represents the population in Kentucky with bachelor degrees.**

Target Population	Representation in AGR	Fall 2010 Base	Gap	2015 Target
African American	11.6%	7.7% / 446	3.9%	<b>7.7 or &gt; % or n</b>
Hispanic/Latino	9.4%	1.9 / 108	7.5%	<b>1.9 or &gt; % or n</b>
Total for Groups	21.0%	9.6% / 554	11.4%	<b>9.6 or &gt; % or n</b>

\*Graduate degrees include Master's, Specialist, and Doctoral Professional/Research

**Objective: an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually**

**The goal of our Comprehensive Diversity Plan is to increase diversity in the enrollment of all graduate and professional students, with emphasis on the following under-represented groups:**

- **African American students**, including those indicating 2 or more races of which one race is African American.
- **Hispanic/Latino students**
- **All other under-represented groups** (including American Indian and Asian)

In addition to IPEDS populations required for automatic degree eligibility, we will continue our efforts to increase diversity for the following groups:

- **International**
- **STEM+H**  
Increase number of **female students**

Increase number of **students of color**

### **Strategies/Tactics/Actions**

**Maintain and/or enhance current recruitment and retention initiatives that promote affordability and access, such as:**

School of Graduate and Interdisciplinary Studies (SIGS) - The School of Interdisciplinary and Graduate Studies provides financial support for UofL departments and programs to assist in the matriculation and graduation of qualified, underrepresented ethnic minority students. Examples include:

- Minority Fellowships - Approximately 12-15 ethnic minority fellowships are awarded annually.
- Visitation Day- an annual program sponsored in which SIGS hosts prospective graduate students. Historically, Visitation Day has targeted minority students from Historically Black Colleges and Universities, along with minority students from other regional institutions of higher education. The program is a diversity initiative; however, all students are eligible to participate.
- Graduate Teaching Academy - designed to assist Graduate Teaching Assistants (GTAs) from different disciplines. Many ethnic minority graduate students participate in the Academy.
- Professional development workshops - A new initiative within the School of Interdisciplinary and Graduate Studies (SIGS) is the Professional Development program for graduate students, known as PLAN (P – Professional Development, L – Life Skills, A – Academic Development, N – Networking). PLAN aims to provide a series of professional development workshops, which are interdisciplinary in nature, for current graduate students. Some workshops are designed specifically for ethnic minority fellows and SREB scholars

Medical School SMDEP Program – funded through a Robert Wood Johnson Foundation grant, designed to help undergraduate students from rural or disadvantaged backgrounds gain acceptance to medical or dental school and to succeed once admitted.

Recruitment through the Southern Regional Educational Board (SREB) conferences and activities

Recruitment initiatives through various student organizations such the Black Biomedical Graduate Student Organization (BBGSO), Black Law Student Association (BLSA), Student National Dental Association (SNMA) and Student National Dental Association (SNDA)

## **Student Success**

### **1<sup>st</sup> year to 2<sup>nd</sup> year Retention (based on GRS)**

GRS = 1<sup>st</sup> time, full time, baccalaureate degree-seeking freshmen

**In 2010, the 1<sup>st</sup> year to 2<sup>nd</sup> year retention rate for White students was 77.6%. Our goal is to improve the retention rate of all students, with emphasis on closing the achievement gap for the target populations indicated in the tables below:**

Target Population	2010 Baseline	Achievement Gap	2015 Target
African American	232/297 or <b>78.1%</b>	0%	<b>78.1 or &gt; % or n</b>
Hispanic/Latino	36/52 or <b>69.2%</b>	8.4%	<b>69.2 or &gt; % or n</b>
White	1,508/1,944 or <b>77.6%</b>		

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

### **1<sup>st</sup> to 3<sup>rd</sup> year Retention (using GRS)**

In 2010, the 1<sup>st</sup> to 3<sup>rd</sup> year retention rate for White students was **67.9%**. Since no achievement gap exists between White students and students within our target populations, our goal is to improve the retention rate of all students, with emphasis on closing the achievement gap for the target populations indicated in the tables below:

Target Population	2010 Baseline	Achievement Gap	2015 Target
African American	207/304 or <b>68.1%</b>	0%	<b>68.1 or &gt; % or n</b>
Hispanic/Latino	35/46 or <b>76.1%</b>	0%	<b>76.1 or &gt; % or n</b>
White	1,407/2,073 or <b>67.9%</b>		

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

### **1<sup>st</sup> year to 2<sup>nd</sup> year and 1<sup>st</sup> to 3<sup>rd</sup> year**

**Goal:** to improve the retention of all students, with emphasis on:

- **African American students**, including those indicating 2 or more races of which one race is African American.
  - **Special initiatives to focus on African American males**
- **Hispanic/Latino**
- **Other Races** (American Indian, Asian)

In addition to IPEDS populations required for automatic degree eligibility, we will continue our efforts to improve retention for the following groups:

- **Low Income**
- **International**
- **STEM+H**
  - Increase number of **female students**
  - Increase number of **students of color**

### **Strategies/Tactics/Actions**

**Maintain and/or enhance current retention programs, such as:**

African American Male Initiative - established to improve the retention and graduation of African American males.

C.O.N.E.C.T. (Caring of New students Experiencing College Transition) – peer mentoring program to assist Black students with the transition from high school to college.

Office of Resources for Academic Achievement (REACH): REACH provides various programs with academic enrichment activities which help support retention and graduation efforts for our diverse student population (especially first-time, first-year students or first-generation students or diverse background students), such as:

- Scheduled Tutoring Program: This program offers small group tutoring for 100, 200, and some 300 level courses to assist with questions, guided study, discussion and review. It's designed for students who need assistance in courses not offered with the SI or LA programs, or for students who need additional support.
- Graduate Preparation Exam Seminars: Offered for the GRE, GMAT, LSAT, and other graduate exams depending on the semester. *REACH also collaborates with the University Graduate School* to provide a free three hour workshop each semester for students, staff, alumni and potential graduate students to assist in understanding how to begin to select, review and practice for these exams.
- Math Resources Center: Offers drop-in tutoring for most 100 and 200 level mathematics courses and for JCTC Pathways mathematics courses. Tutors assist students by helping with homework, practice problems, and exam analysis. The center also has a mini-computer lab available for MathCDs, MATH XL, MyMathLab, Maple and the Internet and has textbooks and solution manuals for math courses at and below the 200 level.
- Onsite Virtual Math Center: Offers drop-in academic support for MathZone and MathXL for various mathematics courses. Tutors assist students by helping with online assignments, including homework, practice problems, and exam analysis.
- Online Virtual Math Center: This online center is available through Blackboard 24/7 for practice problems, solutions and exam reviews and also offers “real time” tutoring from REACH student tutors during posted evening and weekend hours. This online resource supports all 100 and 200 level courses tutored in both the onsite Virtual Math Center and the onsite Math Resources Center.
- REACH Academic Development Office: The Academic Development Office assists students with the transition from high school to college. The director and three ADS professional staff serve as supplemental advisors or academic coaches. The staff identifies crisis situations, monitors students' academic progress, and refers students to REACH academic support services as well as other university support and campus organizations.
- REACH Ambassadors Peer Mentoring Program: REACH Ambassadors are second-year students trained and nationally certified to mentor first-year and transfer students to increase university retention during the first academic year. The peer mentors help students negotiate the transition to UofL by providing support, friendship, advice and help students connect to university faculty, staff and resources. Students engage in leadership events, service learning opportunities, and social activities.
- The SAGE Student Referral System: SAGE is a web-based, early-warning module that allows instructors to create student referrals with reasons and recommended actions for students enrolled in their classes at any time during the semester. SAGE referrals are followed up by campus advisors and by REACH professional staff resulting in a campus-wide intervention process planned and conducted to assist UofL's retention effort.
- The Student Success Seminar Program: Onsite and online Student Success Seminars provide instruction in study strategies and college life skills to increase the retention of UofL students. Graduate student assistants include personal examples of appropriate study strategies for various courses.

- **ADVANCE in Mathematics Program:** ADVANCE is a five week summer intensive review program for mathematics, primarily pre-algebra and algebra skills. This program requires onsite or online instructor-led intensive review sessions. Review sessions offer fast-paced instruction in a self-paced format. In addition, online computer sessions provide practice, supplemental instruction and skills tests for each week of the program.
- **The Calculus Preview Program:** A five-week summer intensive review program for intermediate algebra and advanced algebra skills for first-year engineering students. This program requires on site or online instructor-led intensive review sessions.
- **The Porter LYFE Program:** This is a collaborative program between REACH and the Porter Scholarship Office in the Cultural Diversity Center. It is focused on first-time, first-year African-American Porter Scholars. The fall program is a proactive program that encourages these students to take part in a special summer preview program.

**Society of Woodford R. Porter Scholars** – a society of scholarship recipients to provide academic and social support to the Woodford R. Porter Sr. Scholarship recipients with the goal of increasing the retention and graduation rates of Porter Scholars. The organization also promotes interaction, enhances leadership opportunities and personal development as well as encourages professional/graduate education.

**Recognized Student Organizations (RSOs)** such as the Association of Black Students, Black Nurses' Association, National Society of Black Engineers (NSBE) and others.

## **Graduation Rates and Degrees Awarded**

### **Graduation Rates**

**In 2010, the Total Six-Year Graduation Rate (Cohort Base 2004) for White students was 49.4%. Our goal is to improve the retention rate of all students in the GRS, with emphasis on closing the achievement gap for the target populations indicated in the tables below:**

<b>Total Six Year Graduation Rate</b>	<b>1118/2301<sup>2</sup> or 48.6%</b>	<b>Achievement Gap</b>	<b>2015 Target</b>
African American	124/302 <sup>2</sup> or <b>41.1%</b>	8.3%	41.1 or > % or n
Hispanic <sup>1</sup>	19/37 <sup>2</sup> or <b>51.4%</b>	0%	51.4 or > % or n
White, Non Hispanic	922/1866 <sup>2</sup> or <b>49.4%</b>		

<sup>1</sup> Hispanic cohort numbers are small (less than 50) and rates are subject to wide variation

<sup>2</sup>Total number for each cohort (denominator) reflects valid IPEDS exclusions for students who were called to military service and deceased students.

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

### **Degrees Awarded**

**The total number of Undergraduate Degrees awarded was 2,568. The goal is to award degrees to undergraduate students of color proportionate to their representation in the student body.**

<b>Undergraduate Target Population</b>	<b>2010 Baseline</b>	<b>2011-2015 Goal</b>
<b>African American</b> Note: In 2010, African Americans made up 11.9% of the undergraduate enrollment and earned 11.4% of the degrees awarded	11.4% / 294	11.9% / 14
<b>Hispanic/Latino</b> Note: In 2010, Hispanics made up 3% of undergraduate enrollment and earned 2.2% of the degrees awarded	2.2% / 57	3%

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

**The total number of Graduate Degrees awarded was 1,820. The goal is to award degrees to graduate students of color proportionate to their representation in the student body.**

<b>Graduate Target Population*</b>	<b>2010 Baseline</b>	<b>2011-2015 Goal</b>
<b>African American</b> Note: In 2010, African Americans made up 7.7% of the graduate and professional enrollment and earned 11.5% of the degrees awarded	7.6% / 139	7.7%
<b>Hispanic/Latino</b> Note: In 2010, Hispanics made up 1.9% of graduate and professional enrollment and earned 1.8% of the degrees awarded	1.8% / 32	1.9%

\*Graduate degrees include Master's, Specialist, and Doctoral Professional/Research

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

**Goal:** Increase the number of degrees awarded to all students, with emphasis on:

- **African American students**, including those indicating two or more races of which one race is African American.
  - **Special initiatives to focus on African American males**
- **Hispanic/Latino students**
- **Other Races** (American Indian, Asian)

In addition to IPEDS populations required for automatic degree eligibility, we will continue our efforts to improve retention for the following groups:

- **Low-income**
- **International**
- **STEM+H**
  - Increase number of **female students**
  - Increase number of **students of color**

### Strategies/Tactics/Actions

#### **Maintain and enhance programs and services that promote degree completion.**

Strategies and best practices for student recruitment and retention will lead to an increase in the number of degrees awarded.

### **Workforce Diversity**

The University of Louisville reaffirms its commitment to equality of educational and employment opportunity in its relationships with all members of the university community and its commitment to the elimination of any documented historical and continuing under-utilization of women and minorities among its employees. The University of Louisville is committed to this program and is aware that with its implementation, positive benefits will be received from the greater utilization and development of previously under-utilized human services.

**For Workforce Diversity, it is important to note that in addition to African American and Hispanic/Latino we have included Asian and American Indian/Alaskan Native to our target population. At UofL, these under-represented groups are, in some categories, represented below market availability, and our goal is to increase the number of employees in racial or ethnic categories to reflect labor market availability.**

### Executive/Administrative/Managerial

**The total number among Executive/Managerial classes is 109, of which 87.2% are White. Racial and ethnic minorities comprise 13%. The labor market availability is 20%, and so minorities are represented materially below labor market availability in all areas of this category except executive officers.**

**Goal: To recruit racial or ethnic minorities for educational and administrative officers at a rate equivalent to 20% of job placements, reflecting labor market availability.**

<b>Target Population</b>	<b>2010 Base</b>	<b>Under-representation</b>	<b>2015 Target</b>
African American/Black	9.2% / 10	2.7%	<b>9.2 or &gt; % or n</b>
Hispanic/Latino	0.0% / 0	16.5%	<b>0.0 or &gt; % or n</b>
Asian	0.9% / 1	2.7%	<b>0.9 or &gt; % or n</b>
American Indian/Alaskan Native	0.0% / 0	1.8%	<b>0.0 or &gt; % or n</b>

**Objective: an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually**

**Although the number of administrators is fixed, with little or no turnover, when there are openings special efforts will be made to recruit qualified Hispanic/Latino applicants.**

### Executive/Managerial

- **Administrators of color**
- **Female Administrators**

### Strategies/Tactics/Actions

Use best practices in recruiting female administrators and administrators of color, including:

- Personal and Professional networks and outreach
- Networking at conferences and professional development programs such as HERS and NCORE
- Utilizing search firms that have a proven record of identifying qualified women and people of color in their applicant pool

### Faculty (All Ranks, Including Lecturer)

Among total faculty (2,188), racial and ethnic minorities comprise 23% of the UofL workforce, in relation to a labor market availability of 22%, meeting or exceeding market availability in the aggregate. There remains, however, moderate under-representation of minorities in selected disciplines. The University's goal is to recruit minority faculty in disciplines in which minorities are currently under-represented.

Target Population	2010 Base	Under-representation	2015 Target
African American/Black	5.7% / 126	0.5%	<b>5.7 or &gt; % or n</b>
Hispanic/Latino	2.3.% /50	2.2%	<b>2.3 or &gt; % or n</b>
Asian	10.3% / 226	0.4%	<b>10.3 or &gt; % or n</b>
American Indian/Alaskan Native	0.1% / 2	0.2%	<b>0.1 or &gt; % or n</b>

**Objective:** an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually

### Faculty

- **African American (including 2 or more races where one race is African American)**
- **Hispanic/Latino**
- **Female Faculty**
- **STEM+H**
  - Increase number of **female faculty**
  - Increase number of **faculty color**

### Strategies/Tactics/Actions

- Use best practices in the recruitment and retention of under-represented faculty, including intentional language in position descriptions that emphasize and promote an inclusive campus community
- Advertise in key diverse publications



- Utilize the SREB data directory
- Mentoring programs to assist with promotion and tenure
- Participate and recruit at research and diversity conferences and other professional development programs that traditionally attract faculty of color

### **Professional Non-Faculty**

**Among Professional Non-Faculty employees (defined as “Other Professionals” IPEDS category), minorities comprise 22.5% of the UofL workforce, in relation to a labor market availability of 11%, and so are represented in the aggregate at or above labor market availability.**

**The University’s goal is to continue to recruit minority professional employees at a rate of 11% of job placements or better.**

<b>Target Population</b>	<b>2010 Base</b>	<b>Under-representation</b>	<b>2015 Target</b>
African American	9.4% / 229	1.8%	<b>9.4 or &gt; % or n</b>
Hispanic/Latino	1.1% / 26	0.6%	<b>1.1 or &gt; % or n</b>
Asian	4.8% / 118	3.1%	<b>4.8 or &gt; % or n</b>
American Indian/Alaskan Native	0.1 / 2	0.04%	<b>0.1 or &gt; % or n</b>

**Objective: an increase in the overall percentage or +1 in the aggregate headcount, to be assessed annually**

### **Other Professionals**

**Employees of color**

#### **Strategies/Tactics/Actions**

- Utilize personal and professional networks to recruit professional employees of color
- Provide mentoring and coaching for career advancement

### **Campus Climate**

**Goal: Promote and enhance diversity and inclusion and monitor policy implementation with the intent to reduce the number of incidents of bias on campus.**

**Success will be measured by conducting campus climate surveys of students and employees every two years as well as monitoring the reduction of incidents of bias.**

### Strategies/Tactics/Actions

**Maintain current initiatives and develop new strategies that help build an inclusive campus environment.**

- **Campus Environment Team**

The Campus Environment Team is a part of the Commission on Diversity and Racial Equality (CODRE). CODRE serves as the primary policy advisory group on issues of diversity and racial equality at the University of Louisville and reports to the President. CODRE stays abreast of relevant issues including, but not limited to: recruitment, retention, and promotion of faculty and professional/administrative staff from diverse populations; group-based inequalities and inequities; the academic success of a diverse racial and ethnic student body including retention, curriculum, and campus climate concerns; addressing sexist and racist conduct that impedes the educational mission of the university; and strategies and praxis that support “education that is multicultural.”

- Provide Safe Zone and other diversity training
  - The university’s Safe Zone Project is a workshop designed to give faculty and staff the tools and resources they need to understand LGBT students and create a welcoming, affirming campus environment for all. Participants in the workshop receive a comprehensive resource manual and a poster or sticker to display somewhere in the office. Displaying a Safe Zone poster or sticker sends the message to others that you are comfortable talking about LGBT issues, and that you are supportive and willing to listen.
  - Comprehensive training in the areas of diversity and inclusion for faculty, staff, students is available through the Office of the Vice Provost for Diversity and International Affairs. Assistance is available to the academic units regarding the delivery of course content related to diversity and inclusion. Training for recognized student organizations and student support staff is also offered through the various offices that report to the Vice Provost. A train-the-trainer type model will be launched in the 2011-2012 school year.
- Maintain support for the Bias Incident Response Team (BIRT)
  - While valuing freedom of thought and expression, and multiple points of view, we recognize that some members of our campus community are affected by instances of bias and hate and need assistance. The Bias Incident Response Team (BIRT) is a group of faculty and staff who are committed to creating a proactive response to instances of hate and bias in the following ways:
    - ✓ **Support** those who are targeted by hate or bias.
    - ✓ **Refer** them to the resources and services available.
    - ✓ **Educate** the campus community about the impact of hate and bias.
    - ✓ **Promote** initiatives and new ideas that further a welcoming, bias- and hate-free climate at U of L.
- Promote/enhance diversity programs and lectures within the units and university-wide
- Maintain support for the Commission on Diversity and Racial Equality (CODRE) - makes recommendations to the President regarding strategies, policies, and praxis for new, revised, and

modified initiatives to make the university an inclusive environment; serves as the President's Chief Policy Advisor on issues of diversity

- Maintain support for the Commission on the Status of Women (COSW) – promotes gender equity and advises the president on issues related to women
- Obtain input from Employee Resource Groups such as the Black Faculty/Staff Association (BFSA), the Faculty and Staff for Human Rights (FSHR), and the Human Resources Advisory Committee (HRAC)

**In addition to the areas required by the Council on Postsecondary Education, we have adopted internal goals required in the university's 2020 Strategic Plan.**

**The 2020 Strategic Plan goals include:**

- **Inclusion of Diversity in the Curriculum**
- **Promotion of Internationalization/Globalization**
- **Promotion/Advancement of Environmental Sustainability**
- **Promotion/Advancement of Community Engagement**